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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Has Kansas City a Rival?

KANSAS CITY for more than forty years has been doing new things in education, and traditional things in new ways, and never has the city exceeded the present pace of progress. It means much more to be a leader in educational progress than it did thirty years ago.

The department of health and physical education of the elementary schools consists of one director, sixty-five physical education teachers, four supervisors of physical education, forty-eight hygienists, three supervisors of hygienists, and one supervisor of dental clinics.

During the first three weeks of this season 38,609 children were inspected for orthopedic defects, and 32,982 were found to have such defects (unsatisfactory posture, lateral curvature, and flat or weak feet). Special classes (in addition to the regular gymnasium classes) were arranged for the correction of these defects.

The hygienists made 30,018 home calls. Children who were unable to pay for medical and dental services received such services at the clinic. During the year 13,830 corrections were made at the clinic, 7,300 by family physicians and dentists, and 574 by home treatment.

If any city has a record that can beat that in proportion to the population we would be glad to hear therefrom.

College professors of London directed a seven-day-and-night campaign against rats in that city in early November. Last year "rat week" netted eight million rats. Some pest!

Two Legislative Achievements

PRESIDENTS Glenn Frank and Clarence Little break all records for legislative achievements in 1927.

It was universal judgment of the academic world in America that however popular the presidents of the State Universities of Wisconsin and Michigan might be among the students because of their buoyant personality they would fail

utterly when they met hard-boiled politicians and anemic traditionalists in the legislative atmosphere.

These legislatures have met, and the record is made and no State Universities in the United States have had any such financial success as have the Universities of Wisconsin and Michigan, and no president of either of these universities has ever had the thrilling success that Presidents Frank and Little have had in their first legislative experience.

We think that this is the most notable demonstration of the fact that educational progress when championed by sincere, honest, open and brilliant personality appeals to the man on the farm and the man in the factory, to men of the classic culture of other days as much as it does to the restless youth of today.

Francis P. Gaines, the new president of Wake Forest College, North Carolina, who comes from Furman University faculty, Greenville, South Carolina, keeps the pace of having the college president elected from another state.

Fay of Tufts

CHARLES ERNEST FAY of Tufts College began his professorship at Tufts College a year before Charles W. Eliot became president of Harvard University. It is thought that Julian D. Taylor of Bates College, Lewiston, Maine, is the only other man in active service in the United States today who has been in continuous active collegiate teaching in one institution for fifty-nine years.

It is not alone the length of service rendered but the character and quality that makes Charles Ernest Fay genuinely famous among New England schoolmen. He has written and lectured much along philological lines. He has been an aggressive champion of educational progress every day of his academic service. He has been an heroic member of many of the social, civic and professional organizations of the North Atlantic states, the creator of several of them and the president of many of them.

It has been a rare privilege to be a fellow townsman of Professor Fay for half a century, and of several clubs of which he has been a vital factor for more than half a century, and it is a joy to see him as alert-minded and as civically heroic as he has always been.

New York Talks to Teachers

NEW YORK teachers are enjoying the elegant new building of the American Book Company, Lexington avenue, corner of Twenty-sixth street. On Saturdays, at 11 a.m., there are free lectures by some of the most attractive speakers of the city. The first announcements are for December 3, December 10, December 17, January 21, January 28.

Among the first list of speakers are: Ralph P. Bliss, Alexander High School, Brooklyn; Henry C. Pearson, Principal Horace Mann School, Teachers College; Dr. Henry Suzzallo, former president, State University of Washington; Professor A. L. Percy, Boston University School of Business Administration; Robert Foresman, specialist in music instruction; Dr. Albert E. McKinley, University of Pennsylvania, and Dr. Hollis Dann, New York University.

Each of these "Saturday Talks to Teachers" will deal with some subject of special present significance. Every teacher in New York and vicinity should keep in touch with the program of these "Saturday Talks to Teachers" at the new building of the American Book Company.

Pennsylvania Scientific Leadership

THE Pennsylvania State Association functions with the National Education Association both scientifically and professionally. It sent thirty-five delegates to the Seattle Convention, paying each $225 toward expenses, nearly eight thousand dollars! That assured the attention of all delegates.

The state director is always elected by the State Association in advance. This is as it should be. Secretary Dr. J. Herbert Kelley is a skilful, devoted, dependable official.

Another Automobile

THOMAS H. PATTERSON, principal of Federal Hill School, Bristol, Connecticut, was recently presented with a five-passenger, six-cylinder car, by the graduates of the school and other friends. Mr. Patterson has been principal of the school thirty-seven years, and this presentation is one of many manifestations of appreciation. Few men have been more frequently or more appropriately appreciated by any city than has Principal Patterson. Indeed few men have been as closely associated with all the varied interests of a city of 20,000 people for as many years.

The famous Adams House, Boston, which was always the Boston residence of Calvin Coolidge when in Boston, was named for William T. Adams of "Oliver Optic" fame. Mr. Adams was one of the famous "Boston masters" of Horace Mann's day.

Department of Superintendence, February 25-March 3, Boston.

The Personality of Boston

By A. E. WINSHIP

PERSONALITY is used with the least discrimination of any word in common use. This is as true in writing as in talking. Essayists, even classical essayists, are as reckless in the use of the word as reporters are. Almost without exception it is used simply to mean that one is different from other people. That is individuality, not personality.

Individuality means in-divide-able, while personality means that you put yourself into something. Individuality is against something, while personality is for something. The one is rebellious, the other is loyal.

In the run of years an individualist has come to mean one who is against the established order, while the man with personality is helping established order with his special ability.

The individualist is against something or somebody, while one with personality is for something or somebody. Boston has personality, although there are Bostonians who are individualists.

This is especially demonstrated in the case of some who are in a line of noble inheritance, who are ferociously against that for which their ancestors stood heroically. This is easily explained.

Within three years, in a city school, a boy of twelve years in the third grade would stick a pin in a girl's arm to hear her scream. He was punished for it in various ways, but to no purpose. A friend of ours asked him in a sympathetic way why he did it. He said it was because he was a moron, and could only get attention by doing some mean thing.

It is perfectly natural for anyone who is unable to keep the pace of his ancestral line, who is, as it were, a social or civic moron, to attract attention in some individualistic way. Boston has such cases.

Personality is the greatest human force. The personality of a city is its superior power. In long distance power transmission the hydro-electric power is the voltage less the resistance that is overcome; sending power through the air avoids the resistance which would be encountered if sent over a wire. Boston's personality is the voltage of inheritance less the effort required to cancel the reputation given to it by individualists, of whom she has a generous supply.

Boston's educational personality is creditable. There is no city in the country with less political desire manifested to interfere directly or indirectly with any phase of administration than in Boston. There is no suspicion that any member of a School Board seeks to promote any cause or oppose any cause from personal partisan or religious motives.

There is no suspicion that any one in the administration or out of it seeks any financial or personal advantage out of any action the School Board may take. In every way the effort has been successful in increasing the scholarship and professional equipment of candidates for positions in the schools and of teachers in service.

There is a remarkable feature of the Boston administration that each supervisor has as important a vote on any question as has the superintendent. The superintendent and the entire Board of Supervisors, men and women, are the Board of Superintendents, all of equal prominence. There is no city of more than 100,000 population in which there has been less of strife or criticism on the part of parents, taxpayers or reformers than in Boston. There have been no suicides, no strikes, or other uncomfortable student situations.

There has been no attempt in the system or outside of the system to antagonize the system as a whole or any official in the system.

We have known the Boston schools intimately for more than sixty years and they have never been more satisfactory from every angle than they are today. Educational personality is at its height in Boston, in every city in Massachusetts and in every city of New England.

The Three Kinds of Workers

By ALBERT SIDNEY LEHR

There are three classes of toilers in the world: those who toil for bread, or mere sustenance; those who toil for wealth, an ever-increasing surplus; and those who toil for the love of it—for the sheer joy of self-expression, of creative action. The first class comprise the millions of workers in field, factory, shop and mine, who, under the taskmaster of grim Necessity, must work or go hungry. This is slavery imposed from without and by force of circumstance. The second class comprise the so-called doers of things—the leaders of business, the rulers of nations, the captains of war. They, too, may be slaves, driven by the taskmasters of greed, avarice and ambition. The third class comprise the true worker. They are the creaters of real wealth, the dispensers of light, the torch-bearers of freedom—freedom of body, freedom of mind, freedom of spirit. They have learned the secret of the master Worker of all the world and of all time, the most creative, the happiest and most successful Worker that ever lived: MY FATHER WORKETH HITHERTO AND I WORK.

—Missouri School Journal.

Belding's Page

SOME TEACHERS KNOW

IN EVERY school, I imagine, there is one teacher to whom the pupils pour out their troubles. If other teachers are burdening them with long and difficult home assignments they confide in the one teacher whom they regard as their friend. She is the one who understands.

The recipient of these pupil confidences may be tempted to disloyalty toward her colleagues, but the chances are that the same sense of fairness that makes her pupils talk things over with her extends to her relationships with other members of the faculty.

One of these teachers to whom troubles are freely told learned recently that another teacher in the same junior high school was requiring too much home work. She thereupon shortened the lesson she had already given out to her pupils for the next day, and said: "I will speak to Miss Blank."

That was better than scolding Miss Blank behind her back. And as for conceding that part of a home lesson herself, the friendly teacher can have anything those boys and girls have in them, any time she asks for it—especially after her promise to speak to their arch enemy!

POSTPONING AFRICA

A CERTAIN geography class was studying about Africa. Pupils were asked to bring in pictures and news stories from the papers and magazines. That was a tough assignment, because Africa somehow didn't seem to be mentioned very often. Editors have not been shedding much light upon the Dark Continent since the excitement over King Tut-ankh-amen died down.

However, Africa was in the curriculum. And Africa was being studied faithfully and thoroughly. One day the pupils were drawing maps of the African river basins—when the news came over the wires that a great flood was raging in northern and central New England.

Did that particular class keep right on studying Africa? It did not. It switched to Vermont and New Hampshire so quickly it would have taken your breath away. Pupils were asked to bring news and pictures—and these were furnished by the armful. The room was almost literally flooded with them.

Dry lore about river basins took on new meaning. A thousand facts showing the relation between the earth's surface and the lives and occupations of the people were brought out under the leadership of a wise teacher.

New England wasn't in the curriculum for just that time of year, and Africa was. How many teachers of a generation ago would have shifted the scene to the place everybody was thinking and reading and talking about? A few of the best teachers would have had the initiative and courage to do it. Nowadays it is being done in thousands of classrooms. But it wasn't done in all geography classes, even in this enlightened and progressive age. Africa was printed in the curriculum. And Africa had to be covered—no matter how strikingly nature and the daily press chanced to be covering New England!

That class will get back to Africa by and by. And its river basins will have gathered fresh interest from the study of New England.

SELLING EDUCATION TO ADULTS

TEACHERS engaged in adult education find a great deal of joy in their work. Students of mature years show an earnestness and an appreciation which add to the satisfaction.

The growth in demand for adult schooling is one of the most hopeful signs of our day. It is a demand which is not always active or manifest. Many people have a vague longing to go on with their studies, but do not know quite how to go about it. Such persons need to be sought and found.

An energetic organizer of extension classes is Miss Theodora E. Miller of Pasadena, Cal. A Pasadena newspaper under date of October 22 chronicled the fact that Miss Miller had enrolled 500 residents of that city in the extension courses offered by the University of California, as compared with an enrollment of only fifty at the same time a year ago.

An encouraging feature of this woman's highly successful missionary effort has been the splendid co-operation given her by the local press. Their columns have been open to her at all times. Editors of the better class are interested in whatever is for the intellectual improvement of their communities and are ready to lend assistance whenever opportunity is presented to them.

Adult education is a commodity which sells readily enough, but it needs to be brought to the attention of more people than are yet acquainted with the various extension services.

College students enlisted in the clean-up services necessitated by the flood have shown themselves energetic and capable workers. Undergraduates, if the truth were told, would as soon meet the challenge of neighborly need as that of a rival athletic team. The latent energy is ready to respond in either case.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

26. A high school junior, age seventeen years, married during the summer vacation. She applied for admission to the senior class in September. Should she be admitted? (Maryland)

Several superintendents and school boards seem to have faced this problem this fall and while, like all exceptions, it should be handled on an individual basis, there are common elements which must be considered in all places before you can come to a decision. A blanket rule of yes or no can never meet all the situations.

First we must keep in mind that you have two welfares to consider, the girl and the group. Now the girl needs more formal education. Is high school the only place she can get it? Can she have access to a private school or tutoring? Is she the kind of girl who has much or little influence on her associates and what kind? Then the group viewpoint! We are living in a pleasure-seeking age when our young people are rushing joyously, recklessly on, seeking the meaning of life. Considering the speed and pace do we want to encourage mating at seventeen or in the high schools? Of course not. Some places have a rule that no married pupil shall return to high school, and here the individual pays the price for what the authorities consider the good of the whole. Other places make no distinction in the matter at all. Neither is really right. The wisest thing to do is to consider it from all your own local conditions.

27. Do teachers live up to the matter of discipline as they expect their pupils to do? (Minn.)

I have heard that some of them don't. By discipline in this question I am assuming you mean a sense of law and order, the basis of which is courtesy defined as kindly consideration for the other fellow, however small. That they should, and that they can't get what they fail to radiate in this line almost goes without saying. We still live in an age when the teacher needs to be the model. Perhaps you mean outside the classroom as well as in, and that certainly complicates matters. Do teachers live up to what they expect of their pupils outside? Do they practice care of health, choice of associates, high living, variety of work and recreation, industry, and social responsibility as they advocate? Yes, good teachers try to. That is what helps to make them good teachers, and as many of our teaching corps as are fine, that number and no more are living up to what you call this matter of discipline. What about the others? They are the ones we are trying to replace with better material and there is a point where we must work to have only the finest material with which to supplant and do it as rapidly as we can.

28. How can we eliminate the unfit student teacher from the Normal School? (New Jersey)

There are several things we can do to cut down on the unfit student teacher. In the first place we should begin back in the high school to discourage young people who are not fitted for teaching from going to Normal School. It is difficult sometimes to decide whether a boy or girl at so young an age has the qualities to make a good teacher, but on the other hand we see students with qualities which we know will prevent their being successful teachers, and these individuals should be turned aside to other lines of work. The personality rating cards used in some states do work a hardship on a high school principal by leaving him open to local displeasure when he turns down a student seeking admittance to a Normal School, but that is a duty not to be dodged because disagreeable.

The argument that high school teachers are often unfamiliar with the qualities necessary for a good teacher is partly true, particularly in regard to elementary school teachers. Here a closer understanding between a neighboring Normal and a high school faculty could clear up much of this difficulty. Then entrance to a Normal School should be partly by intelligence tests as well as high school certificate, and a high standard here would eliminate a few.

Lastly a Normal School faculty should weed out its inferior students the first year. They should do this on both a scientific and human basis. It takes courage, but there is great need of wholesale weeding in this first year at Normal.

To eliminate all the unfit student teachers is difficult because it is hard to be sure who are really unfit. Some young people develop slowly and some plunge ahead in a showy way but soon reach their limit. Then the unfitness depends somewhat on the kind of work you are fitting the student for. A four-year teachers college would rule out many of these weaker people and profitably supplant some of our Normal schools, particularly those offering shorter courses. In the present great surplus of unemployed Normal graduates the elimination of the unfit calls for active attention as never before.

Do Schoolma'ams Spoil the Party?

By SYLVIA E. DONEGAN

Boston, Mass.

WHY IS IT that the average man never seems charmed to meet the average schoolteacher? Professionally, she meets with his genuine and hearty approval, but socially she does not exist at all. Honestly, did you ever see a brother or a cousin transported to the seventh heaven at the thought of spending the evening in the company of one of our honored profession? Show me, if you can, the masculine heart that has beat high at the prospect of leading in to dinner one who gives her days and nights to the assimilation of the principles of John Dewey. Alas! No such elation quickens a man's pulse or fires his soul; rather does his spirit wrap itself in a melancholy which has nothing of Miltonic pleasure to commend it.

Mention a nurse, a stenographer, or a telephone operator, and the masculine eye gleams with anticipatory joy. Unconsciously one hand steals up to set the tie, while a nonchalant thumb and forefinger speculatively fleck an imaginary bit of dust from the coat lapel. At heart every man is somewhat of a Don Juan, and each introduction to a lady is a fresh challenge to his prowess in the delicate art of conquest—yes, to any lady except a school teacher. She alone of the whole feminine universe stands outside the gates of the city of Romance—anathematized. No delightful spirit of camaraderie softens her frailties and rejoices convivially in her little human foibles.

Is this discrimination fair? I ask you to look at the school teacher without prejudice. After all, we teachers are warmed and cooled by the same winter and summer as a telephone operator. The same senses, affections, and passions that bend over a Remington or lean upon a glove counter dominate even the blackboard and the chalk box. As a class we are not at all ill-favored. In fact, why make the statement negatively? We are, indeed, distinguished, striking, unusual—many of us even unique. Every time that I attend (under compulsion) a teachers' meeting, I remark upon the dignified, forceful, truly commanding type of woman that I see about me. They exemplify all those superior virtues that men through the ages have held up to their sisters and wives as worthy models for imitation. In the trivial matter of feminine fashion, perhaps, some of us may prefer to emulate Queen Mary rather than follow the whims of the Rue de la Paix, but what of that? Mary's style never seems to have had any serious effect upon her social status—so why be critical of her more humble devotees?

"What is the matter with the school teacher?" I asked my brother the other evening, after he had refused, with a totally unnecessary force and vigor, to escort me to one of our high school teachers' socials.

"The matter, my dear?" (I hope the saccharine epithet is not misleading; it is usually employed purely by way of propitiation.) "The whole upshot of the matter is—she never takes off the high-hat!"

Now, I have been thinking over that philosophical nugget for some time, and there may be something in what Brother says after all. Yes, it is about time for the school teacher to take off the "high-hat."

One of the most lamentable reasons for the alarming height of the pedagogical crown is the fear, on the part of some, that their personalities will not proclaim unaided their superior position in the realm of "nice people." Hence they attempt in some concrete way to make this important position apparent to the world. At the present time, education has become so universal that one really needs a few external features to mark him as a man or woman of true culture. How easy it was a mere generation ago! A Latin verse, a nonchalent reference to Homer, the magic name of Chaucer, and, as we passed, heads were bowed in reverent homage. But O tempora, O mores! In these days, when every baker's daughter and butcher's son knows the relation of his soul to the infinite in terms of Spinoza and Kant, it is really difficult to have oneself recognized as a member of the intellectual elite.

One of the very best means of displaying culture is through the tones of the voice. This is, undoubtedly, the reason why school teachers very often speak in a pitch at least five tones higher or four tones lower than those used by the average mortal who drops in his dime at the subway entrance after a hard day's work. Then, too, many teachers, while still quite young, have solemnly sworn upon the sacred altar of Minerva never wilfully to elide or slur a single syllable of an English word even unto the penult and the antipenult. Colloquial dissyllables like "library," "every" or "several" become painfully trisyllabic. The French "ü" and the Italian "ä" lend a formidable classicism to their deliberate accents, until the ordinary man, when he comes in close contact with such painful correctness, gets the mental cholic straightway. For the first time since he left college he begins to be worried about the health of his pronouns, and resolves to give them grammatical aid at his earliest oppor-

tunity. It is certain that there is nothing like a faultless and carefully correct enunciation to give one that indefinable aura which your true highbrow always emanates.

One of the most grievous accusations flung at the school teacher seems to be that she is eternally and forever quoting from English literature. Now if there is one thing that the average man detests, it is to have poetry hurled at him unexpectedly. It is disconcerting, I will admit, when you think that you have seen a daffodil for the first time with lyrical eyes, to hear that Wordsworth has already anticipated you. Or when the mellow beauty of the autumn has quickened your soul to thoughts of immortality, it is discouraging to hear that William Cullen Bryant has discoursed so eloquently upon the same subject that you might as well spare yourself the trouble. Yes, frequent quotations from the poets, valuable as they may be aesthetically, are really not at all conducive to conversational small-talk. A man usually prefers in the front seat of his roadster one whose emotional nature is content to vent itself upon a less sublime but far more personal object.

A most unfair criticism of the school teacher is that she has an exaggerated opinion of her own mental attainments. But most teachers that I meet seem rather to be afflicted with an inferiority complex, and a little more conceit on their part would be most beneficial. Why do they fill up their afternoons with improvement courses, and give their Saturday mornings to the Lowell Institute lecturer, if it is not in the hope of dispelling before they die some of the vapors of ignorance which still obstruct their vision? And the world calls this conceit! In fact, many teachers are so eager in their zeal TO KNOW that they really have no time left TO LIVE.

When Wordsworth said: "Plain living and high thinking are no more," he forgot the school teachers—a lapse of memory not confined solely to poets. Sometimes I think that if we were to interchange the poet's adjectives, we might find "high living and plain thinking" more exciting, and not a whit less profitable. I suggest that more teachers imitate the glorious example of Walt Whitman, and every Saturday morning, instead of saying the usual matins, exclaim with face turned to the cheery warmth of the sun:—

"I loafe and invite my soul;
I lean and loafe at my ease—"

How many school teachers have ever reveled, nay wallowed in the pagan rapture of pure, utter, absolute idleness? The kind of idleness that despises clocks and has ears only for a dinner-bell. The delights of squandering money, of wasting human affection are nothing to the sense of tossing away time. You expect nothing back, you ask no recompense—the sheer joy of prodigality is its own reward.

I have had it in mind for some time now to authorize our well-disposed brothers, cousins, and friends to draw up a pedagogical Magna Charta and present it to the teachers for signatures. Having sworn to abide by its multitudinous articles, we shall be admitted immediately and unreservedly into that democratic fellowship already enjoyed by our more sociable sisters—the business woman, the stenographer, and the nurse. We shall not be addressed as "ma'am"; we shall not be venerated, respected, and isolated—an unwelcome guest at every bridge table, a wet blanket on every week-end party. And in return, we, the school teachers, solemnly promise to take off the "high-hat!"

Friendship

By ELSIE C. CARROLL

I did not know what friendship meant
Till trouble came to me;
I did not know the many ways
That friends could friendly be.

I did not know how many hands
Would help me bear my cross;
I did not know how many hearts
Would sorrow at my loss.

I did not know the blessedness
Of just a word; a tear;
The pressure of a hand; a sigh;
The silent standing near

And breathing just a little prayer
That shines from out the eyes;
Of just a written line of hope;—
All these I've learned to prize.

And I have learned the world can't be
As empty as it seems,
When all one's love and joy are dead
The light of friendship gleams.

And like a little torch it sheds
A halo in the dark—
A radiance that warms and spreads
Until it strikes a spark.

Within the soul made desolate,
On humble knees I bend
And pray that I may learn to be
In times of need—a friend!

—Relief Society Magazine.

What Teachers Want in Supervision

By CORNELIA S. ADAIR
President, National Education Association

THERE is little if any difference between what teachers want in supervision and what other thoughtful educational workers want. The ultimate aim and measure of all supervision is the progress of the child. That teacher is greatest who creates within the school an atmosphere of freedom, growth, and responsibility. That principal is greatest who gives teachers the maximum freedom and who secures the largest growth and self-imposed responsibility. That superintendent is greatest who is most able to develop principals and teachers and to keep them free in their work with the children. That system of city or state supervision is best which fosters the finest adaptation of the schools in each local community to the highest needs and ideals of that community.

While there is still much in our educational practice that belongs to the middle ages, steady and substantial progress is being made in the direction of wiser and more wholesome methods of handling people. This is nowhere better illustrated than in the attitude toward the punishment of children. The old supervision through its system of punishments sought to enslave the spirits of children. The new supervision seeks to free them spiritually and intellectually.

Just as the supervision of children has been made more constructive by the modern educational advance, so has the supervision of teaching become a profession in itself. It is a far cry from the so-called early supervision which consisted of an occasional visit to the school by the district trustees, to the highly trained, sympathetic, and efficient supervision of the modern school principal and his staff.

This development has been made possible by the improvement in the status and training of teachers. If teachers are to be free and effective in the larger sense—if they are really to be great technicians as well as fine and noble personalities—they must be well-trained.

The growth of the teacher-training movement is most encouraging. Normal schools are becoming teachers colleges. Two-year normal schools are becoming three-year schools. Attendance at summer schools is increasing. Study on the part of teachers in service has also grown.

Directing the work of a corps of teachers is very different from the sort of petty direction required for many teachers in rural communities who have had no professional training at all. This petty supervision, which may have been inevitable in the pioneer stages of teaching, becomes less and less necessary as teachers improve in training and working skill.

Supervision has to do with the improvement of the teaching art, the selection of organization of a subject matter, testing and measuring, and the improvement of teachers in service.

Good supervision has definite, well-understood standards and a well-organized program. It is essentially a co-operative procedure. It supplies the means which enable teachers to live up to the set standards and to carry out the authorized program. What teachers need is inspirational leadership. Encouragement and suggestions together with helpful demonstrations will build up a teaching morale.

In their supervisors teachers hope to see the qualities they themselves should possess and more. They demand in them a certain amount of personality and enough power to inspire confidence in their professional ability. They want them to have a thorough knowledge of the art of teaching and a willingness to make, occasionally at least, a carefully detailed study of a recitation before entering upon any criticism of it. In conference, teachers would have their supervisors speak sincerely, make a simple, straightforward statement of facts, and give them an opportunity to do likewise.

I must make a special plea for better supervision in rural schools. In spite of our theory that every child should have a fair start in life it is possible to find in many states of the Union wonderful city schools side by side with rural schools that are utterly inadequate when measured by the needs and standards of modern life. Too often county and even state superintendents are selected for petty political reasons rather than for educational qualifications. In spite of the rich educational materials that lie at its very doors; in spite of the crying needs of rural life for a curriculum that will develop men and women able to deal with rural problems in a large way, the course of study in rural schools is in sad need of revision.

Beyond the work of the principal there is in every school system a wider direction—perhaps more accurately called administration than supervision—which concerns intimately the growth of every child and teacher. Consider, for example, the sweeping implication of the course of study itself—a schedule of work which largely determines all school activities. Every educational system which tries to keep its education abreast of the needs of a rapidly changing civilization must wage a constant battle to keep its course of study flexible enough to be in accordance with the needs of the

children. Courses of study reflect child needs best when they are the product of the co-operative effort of teachers and supervisors.

Supervision once meant inspection. Later it meant petty dictation. Now it means inspiring leadership. For the masses of teachers this leadership will be associated more and more with supervising principals of broad training and fine personal character.

What teachers want—what we all want—most in supervision is leadership, human, constructive, inspiring. We want our leaders to be men and women of sterling character, possessed of penetrating discernment, boundless sympathy and an insatiable desire for the complete development of youth. We want them rich in experience and culture, open-minded in training, clear-eyed in purpose, embodying in their personalities high ideals of work, lofty standards of achievement and a keen dissatisfaction with less than our best. Our desire for ourselves is that we may be worthy to be accepted as co-workers with these, our leaders, in the training and nurture of the children under our care.

Educational Value of Publishers Catalogues

By J. B. CARRINGTON
Ridgefield, Conn.

A PUBLISHER'S catalogue is something more than a mere statement of facts about authors and prices. It is within itself an introduction to a wonderful library of knowledge, the story of what men have written and thought on all that concerns the history and spiritual aspirations of man. To read them is much like looking over the shelves of a big library. You absorb knowledge by the mere reading of titles.

In the infinite variety of things written about few of us have time for more than a passing acquaintance with the books that are indexed and piled high on the shelves of our large libraries, and there are hundreds of topics never dreamed of in our philosophy, unless our attention is called to them either by a shelf of real books or the bare titles as given in catalogues. I have found hours of entertainment and instruction in reading over the names, titles, and subjects of books issued by the publishers, and kept in touch thereby with, at least, a superficial view of contemporary letters, and with many things that represent the lives and times of past generations.

I have traveled to unknown worlds, explored vast wildernesses, hunted big game, looked on at the horrors of war ancient and modern, read the history of art, music, lives of men and women of achievement, the dreams of those who would make the world over in destroying everything that we think is sanely holding it together, glimpsed the past in the titles of the historians, and now and then found the time to go to the library or buy the book that has appealed to me especially in the catalogue description.

In youth we may think that once out of college we have acquired about all the knowledge that any one can conveniently use in a busy world; but as the years go we wake up to the realization that much knowledge is an infinite quantity, not something to be acquired, but simply to be realized as beyond all human reach.

The mere going over the subjects of a publisher's catalogue is a revelation, what a lot of things we have never heard of, what a lot of adventures we may have before us in the titles under travel, what a lot of interesting people we may learn to know in the list of biography, and in the department of science we are bewildered with the vast ignorance with which we have been content.

What do we know about the history of the past, what of the birth and growth of civilization, of the great races that have peopled the earth and gone their way, of the wonderful story of art and music? We are made to realize that we know really nothing once we begin to collect and read the lists of books that have been published these many years.

Most of us are too busy trying to keep in touch with the best sellers of today to devote time to looking over the past, but in our catalogues we may travel back into other days and find out what our forebears were thinking about.

Each generation has its list of popular names in the world of letters, and with their passing many of them are quickly forgotten. For, after all, there are not so many books that survive a generation, they create a momentary flurry in the world of art, are reviewed and praised, or reviewed and damned, and give place to something newer.

In looking over our catalogues we shall come upon names unfamiliar to us, who in their day were as much discussed as some of the much-talked-of writers of now. They were before their time, dipped into things that were not considered topics for general conversation, or brought up questions of ethics and conduct that were taboo to the younger folks who patronized the public or Sunday School library.

There is a certain fascination in reading titles, especially in the domain of fiction, they pique

our curiosity, appeal to our imagination, set us going in the land of romance and sentiment, adventure; and in many instances are almost an indication of the mood of the times in which they were written.

There are old-fashioned titles, just as there are old-fashioned stories, and experienced readers can tell you pretty nearly the vintage of an old novel by its name.

You read page after page of titles unknown before, and after a time you make marks alongside of particular books that you think you either want or ought to read, and in doing this you have added to your fund of knowledge, broadened your outlook upon the ways of men.

One of the things that the real scholar soon learns is the fact that life is too short for even a glimpse of the knowledge he would like to have in hand, he must content himself with knowing where it is to be had, where it has been filed away for his and the world's benefit.

The catalogues tell you where knowledge is to be found, and in the consciousness that you know where to go for it, you sometimes fool yourself with the notion that it is already yours!

This sort of knowledge is like that of the retail booksalesman, who in idle moments takes down a volume and reads the title-page. In time he becomes familiar with a thousand books that he speaks of glibly and knowingly, but with which he has only a bowing acquaintance. But a little knowledge of books is better than none, and time spent over catalogues is not wasted.

Some of the catalogues are illustrated with portraits of famous authors, and you have the pleasure of meeting them face to face, and how often are you disappointed in your ideals. Shakespeare had it right, "There is no reading the mind's construction in the face." It is better for one's peace of mind, at times, not to be curious to know how our hero or heroine looks in the flesh.

I think that the devoted catalogue reader becomes in time a benefit both to the publisher and to the community. He is an imparter of knowledge, one who takes pride in telling you where a certain book may be had, or at least the firm whose name it bears. In many instances he can tell you the correct spelling of some author's name—and what an air of importance it may give him—as if he was a personal acquaintance!

Going through the publisher's catalogue is like going through the cards in a library. You start looking for a particular thing and find you are wandering along in pleasant byways that have been unknown before.

I have been impressed with the value of making a list from various catalogues of books dealing with special topics and periods. For instance, as the years go you may be looking forward in your old age to leisurely reading of history. You will make a note of the fact that good histories of the United States are published by so and so; that a history of the French Revolution is in this catalogue; that a good account of the Revolutionary War is in that, and by and by you have catalogued in your mind a list of histories covering the story of the world even down to your own great war, that changed the world for so many.

And you can do the same with travel. If your dream of a trip around the world becomes only a dream as time goes, you may yet follow Marco Polo and his modern seekers after new worlds in books, and thrill with the story of the conquering of the North or South pole, with the heroism, pathos and tragedy of those who tried and failed.

You may enter the Dark Continent with Stanley and later travelers, who have robbed it of its darkness, and taken from it its mystery, and you may hunt big game and go down the River of Doubt with that prince of adventurers and men, Theodore Roosevelt, and walk around his lovely place on Long Island, hunting with him this time with an opera-glass, seeing the song-birds and little animals he loved and did so much to preserve.

If you are looking for trouble you can find it when you begin to delve in the wide field of controversial theology, and search for the God of your desire.

And then, when you have catalogued the serious things,you may come to the old novelists that you have always wanted to read, the old poets, mythmakers, the writers of legends, the dwellers in the realm of fancy, the hundreds of lovable writers of essays dealing with the peaceful bypaths of life. Among these you will probably place first a readable edition of Charles Lamb, and with him Hazlitt, Leigh Hunt, DeQuincey, Coleridge, Montaigne, Walton, maybe White's "Selbornex," and by chance, Sir Thomas Browne, Burton's "Anatomy of Melancholy."

And there are no end of moderns: Emerson, Lowell, Thoreau, John Burroughs, Brownell, Henry Van Dyke, John C. Van Dyke, Sherman, R. L. S. Birrell, Arnold, etc. But why make a catalogue for you, get the publisher's lists and make your own.

There is a vast difference in the appeal of catalogues. Some of them entice you by their attractive printing, and if they are arranged so you can find things easily, under authors, titles and subjects, they have won a friend.

Years ago you associated certain kinds of books with particular publishers, but times have changed, and some of the older houses have gone over to strange ways.

There is a lot in this catalogue game, it grows more interesting each year. I remember the "Publisher's Trade List Annual," in which all the

publisher's catalogues are bound together for reference, when it was smaller than Webster's Dictionary; nowadays it is a whale of a book, and the names of new publishers in it are evidence enough that in spite of its speculative character the publishing game is still one with a strong appeal to business men.

It is a business man's business, if it succeeds, and as one old-timer said: "As a gamble, this business has got Wall street beat a mile." Collect your catalogues, the publishers are glad to give them to you, and then begin acquiring your education, if it is not already begun. You will have a lot of fun, and very soon become a member of the ancient and honorable haunters of old and new book-shops.

Life Guidance in High Schools

By MISS RUTH ARMSTRONG
Austin, Minnesota

CAN the public schools take part successfully in ethical guidance and the teaching of religious ideals? Superintendent S. T. Neveln of Austin, Minnesota, believes that they can and should. As evidence of his belief he arranged, in October, the first Inspirational Institute, or life guidance program, in the history of Austin Junior-Senior High School, which has an enrollment of more than one thousand students. Pupil comment, both oral and written, after the two-day program, apparently vindicated Mr. Neveln's attitude toward this question. Mrs. Helen Field Fischer, nationally known radio speaker, landscape architect, and garden and home adviser of Shenandoah, Iowa, was secured as the speaker for this first institute for ethical and inspirational guidance.

In giving his views concerning the place of ethical teaching in the school curriculum Mr. Neveln said: "Education without religious ideals is more than a blunder; it is a falsehood. Religion is a part of real education; it is common sense, good business, efficiency, *life*. It has to do with the fundamental principles of the universe, and with relationships between a man and his God and his fellowmen. Religion consists of two things: a body of belief, and character and conduct. No man is without religion.

"Where should religion be taught? In the home, the church, and the school. The Great Teacher said: 'All authority hath been given unto me in heaven and on earth. Go ye, therefore, and make disciples of all nations, teaching them to observe all things whatsoever I have commanded you.' And what did He teach? He taught *life* as it ought to be lived—love of God and of one's neighbor, the Ten Commandments, the Beatitudes, and the Golden Rule.

"If religion is theology and doctrine and creed, made over disputed definitions of God and theories of man's destiny, it certainly cannot be taught in our public schools; but, if religion is love for God and man, it can be taught anywhere. Genuine creed includes every item of human behavior; honesty, purity, mercy, peacemaking, faith, redemption, God, future, hope and love. Over these virtues there is no dispute.

"People are interested in religion; the world's greatest need is religion. I firmly believe that the school is one of the places where religious and ethical principles should be taught definitely, purposefully, and I believe that public schools can be trusted to do this kind of teaching."

Following Emerson's injunction, "Go put your creed into your deed," Mr. Neveln planned a week's program by Mrs. Fischer for several cities in southern Minnesota, including Austin, Rochester, Mankato, and Winona. The address at Winona was given at the annual meeting of the Southwest Division of the Minnesota Education Association of which Mr. Neveln is the president.

Six addresses were given by Mrs. Fischer during the two-day program at Austin. "The Secret of Power" and "The Message of the Flowers" were the subjects which she discussed before the senior and junior high school assemblies, respectively. For the meeting of the teaching staff she chose for her topic "Living Books." "The Beauty of the World About Us" was presented by this garden authority at a second session of the senior high school. Under the sponsorship of the junior high school Girls' Friendship Club and the senior high school Girls' Friendship Club Mrs. Fischer gave to the girls and their mothers her conception of "What It Means to Be an American Girl" and "What It Means to Be an American Woman." All of the addresses were open to the public.

Mrs. Fischer is the wife of Judge Frederick Fischer of Shenandoah, Iowa, and the sister of Henry Field, who conducts in Shenandoah one of the largest seed businesses in the country. Before her marriage she was grade principal at Helena, Montana, during the superintendency of Randall Condon, now of Cincinnati, Ohio. From Mr. Field's own radio station,KFNF, Mrs. Fischer broadcasts three times daily on problems of home, garden, and landscaping. By this means she has won and helped many new friends, thousands of whom write her for further advice and visit her own gardens. Last summer Mrs. Fischer received twenty thousand guests.

Her discussions of home problems she bases on her experiences as a former teacher as well as those of rearing three daughters and working side by side with a boy who has helped her in her garden for several years. These young people are working successfully in their chosen fields. Two of the daughters are college girls; the third is still in junior high school. A new business of his own is occupying the time and attention of the young man. Mrs. Fischer gained her knowledge of landscape possibilities and problems in college classes and in the garden. While the eldest daughter was a student at Cornell University, Ithaca, New York, the Fischer family spent the summer vacations with her, and Mrs. Fischer eventually completed all the courses offered by the University in landscaping and related subjects.

"It is power we want, and, of course, we want the right kind of power," Mrs. Fischer declared in her address on "The Secret of Power." "What is the secret?" she continued. "How do we find it? Some few have it, but thousands do not. I learned it from my study of nature. The first essential, I found, is that we must use every single bit of energy which we already possess, even to the point of exhaustion. We are like the butterfly struggling to release itself from the chrysalis. It beats and presses and pushes, finally falling back exhausted. It rests a little while, then begins the pressing and pushing all over again until it falls back once more to rest. At last, it makes one great supreme effort, breaks the chrysalis, and emerges into the world it sought so vigorously. That supreme effort, however, would never be possible if all the preliminary pushing did not take place, adding each time a little more strength until finally there is enough for the big effort.

"I know about this, because one time I tried to help a butterfly out. When I was through, I had a slimy, creeping, crawling thing that never flew. I felt so sorry for it, and I knew I had interfered where I had no right. I have found that no one can help us very much without weakening us. We must make our own preliminary efforts and our own final effort, or we will come out weakened and crippled.

"You want this power, and your fathers and mothers want you to have it. The present generation of fathers and mothers have so much wanted their children to have this power that they have thought they could buy it for them by giving their own lives and strength. They are finding, however, that it doesn't work, that too many young people are taking all this care for granted and are becoming thoughtless, indifferent to the serious things of life, even weak-willed and good-for-nothing. They are contented, apparently, to be 'kept,' to be as spineless as the helpless, creeping butterfly that was assisted in its exit from the chrysalis.

"There are things which every young person can and should do for the sake of his own self-respect, for the sake of not feeling that he is 'kept' during the period of his education. All of you can see that you are useful about your homes and thoughtful concerning your parents. If your help is not really needed at home, then you can find some means outside for bringing in a little money even at the early age of junior high school students.

"An increasingly large number of the most worthwhile young people in the colleges today are those who are helping to make their own way and many of them belong to families which are really able to send them. They get more from their education because they want it enough to work for it. That is the aristocracy now-a-days. It is dawning upon the world that any one past eighteen who cannot earn his living in some worthy way deserves nothing but scorn, provided, of course, that he is physically able to do so. You may not earn actual money to pay your way, but you can make yourself useful and worth it.

"If you will decide what is the hardest thing each day that you have to do and set out to master it, your lives will open like the chrysalis, and you will rise to heights of success. You must decide whether you are to be the strong butterfly which soars on high in the sunshine of freedom and achievement or the slimy, creeping, crawling thing which has been helped and coddled and weakened by an indulgent family. It is your own effort that counts."

To the teachers, who heard her address on "Living Books," Mrs. Fischer declared: "Education cannot be bought with money, nor can it be ladled into the pupils' heads with a spoon. We must inspire them to want it, to feel a hunger for it, and to be willing to dig for it. When I was a teacher I used to preach the doctrine that what was put into a child's head could never be taken from him, and that parents, therefore, should spend their money on education for their children. I now think that can be carried too far, and that each child should have to earn, morally or actually, what he gets in the way of education.

"The first living book with which the child comes in contact is that of the home. By the time he reaches school age he thinks he knows that book pretty well, and he is anxious to know the book of life of which he has heard. It is then that the teacher comes in and that parents and teachers can mean so much to each other in the training of the child. In the terms of the musician, the teacher has been thoroughly trained in the scales, but she must present the work to the child in such a way that he does not know the scales are there.

"Give him interesting work, inspirational work, the kind that gives him something pleasant to talk about when he gets home. This means much in strengthening the bond between parents and child. Each teacher is a living book, each one different, and I say to you: If you have anything in you that is unusual and worth while, give it to the child interestingly, energetically, and enthusiastically."

Discussing the real meaning of being an American girl or woman, Mrs. Fischer asserted: "It isn't money that gives you position in America, and it isn't clothes. It is just yourself, and I'm so glad. This summer I heard two American girls, who had just returned from abroad, laughing over their respective experiences in foreign countries. Among other things one of the girls mentioned her disgust at the way men in some of the countries would follow strange women on the streets. The other exclaimed: 'But you noticed how they would slink away in a hurry, didn't you, as soon as you let them know you were an American woman!'

"This interested me at once, and I began to think what it was about American women that made them different and not-to-be-carelessly-approached. I decided that American girls, American women, have the greatest heritage in the world. Our forefathers, who could not tolerate the low standards of the old countries, came to America that they might live decently and throw proper protection about their wives and daughters and mothers. They set a very high standard for the women of their homes, and held them to it; the result has been the freest, purest, and most unrestricted womanhood in the world.

"People sometimes wonder why it is that women are so unrelenting in their attitude toward those of their group who step downward or who advocate relaxing the conventions. It is because woman's whole kingdom goes down each time a member ventures outside the recognized bounds of propriety, thereby endangering in general the high position of womankind in America. Our women are respected and admired by American men and looked to for advice in puzzling situations, and none of us want those conditions to change. This is why we look sternly upon the wayward feminine adventurer.

"Woman has all these glories now in America, and father and mother want their girls to help retain them. That is why they sometimes place restrictions upon you which seem difficult to understand. Father sees his daughter as the sweetest possible edition of himself, and he cannot bear to have it contaminated in any way. Usually he doesn't explain all those feelings, and he sometimes seems gruff in his refusals to grant permission for you to do things you so much want to do. But he cares, and he cares very much.

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Through the English department of the Junior-Senior High School short informal discussions of the Inspirational Institute by all the pupils were conducted as part of one day's class work. Following this each student was asked to write a paragraph or two giving a frank statement of his reaction to the series of addresses. It was made clear that the papers were not to be scored nor counted as a part of the month's grade in English.

There was almost a unanimous opinion that the life guidance program was very much worth while. The importance of the personality of the speaker for such an institute was evident from the exceptionally large number of references to it in the papers. One ninth-grade girl wrote: "I always thought woman speakers were not as good as men, but I see now that they are excellent, that is, that some of them are. I enjoyed Mrs. Fischer's talks."

Others, from the seventh grade to the twelfth, indicated that Mrs. Fischer had been able to impress truths upon their minds in a way that no other speaker ever had. A seventh-grader voiced the opinion of many by saying: "The only thing I have to regret is that we don't have more lecturers like Mrs. Fischer."

One girl wrote: "When she told us how our fathers feel about us girls, I certainly was surprised, for no one had ever told me that before." Another said: "I liked particularly well the talk she gave us on what it means to be an American girl. I do not believe any of us really realized before what it *is* to be an American girl. I know I had never thought of it."

A garden enthusiast declared: "Now, I can hardly wait for spring to come as my head is overflowing with ideas for a beautiful bit of natural, not artificial, garden in my back yard."

"I learned one point that I had never thought of before," wrote a grateful young person. "I always thought that those who had lots of influence or power had just naturally been born lucky. We sometimes envy those who have all the attention, but I think Mrs. Fischer's thought ought to put more pep into each one of us. She says it is our own effort that counts. It gives you a new outlook on life. It makes things look brighter because you know that you, too, have the power for success within your reach."

One senior declared: "I agreed with Mrs. Fischer that every student of our age should pay for his board and room either in money or service. I had never thought of this in the light in which Mrs. Fischer presented it. Now I have a feeling of repulsion when I stop to think perhaps I have been a 'kept' student."

"The idea of the 'kept' student," another senior

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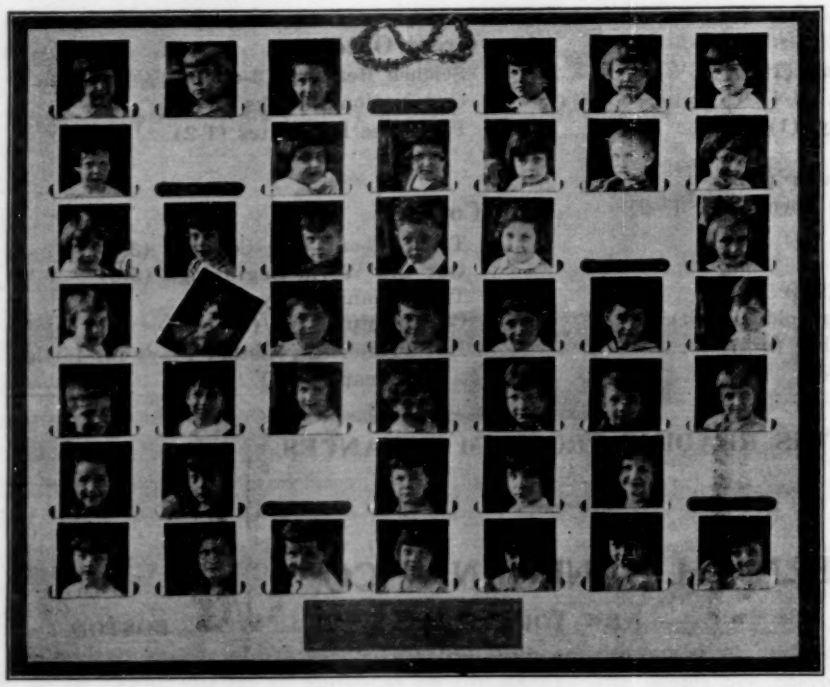

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said, "stirred the thinking apparatus of many of the listeners. Personally, I am glad that the speaker added to her declaration that 'each student should earn his board and room' the words 'morally or actually.' Few students can pay their way entirely in money, but all can share with their home companions the experiences and the duties of that household."

Discussing the pupil reaction, Mr. Neveln said: "We tried to make the life guidance program concrete, practical, and informal rather than formal, and I believe that these expressions of student opinion are indicative of success."

Sociological Basis of the Normal School Curriculum

By E. GEORGE PAYNE

School of Education, New York University

PROBABLY no study in education in recent years has received such extensive discussion as that of the curriculum. Not only have a number of texts been recently published, but the National Society for the Study of Education as well as the Department of Superintendence have published year books on various aspects of the curriculum. The discouraging feature of this whole movement, however, is the fact that all of these studies are concerned primarily with the technique of curriculum construction and not with the determination of the curriculum itself. It would seem that educators are so much concerned with the details and the technique of the curriculum that they are incapable of asking themselves the question, "What is the whole thing about?"

The sociologist approaches the problem of curriculum reconstruction from an entirely different point of view. He is not interested in the technique, he is not interested in methods by which greater amounts of knowledge may be massed or textbooks memorized for purposes of passing examinations at the end of the term, and then of proceeding to forget as quickly as possible all that has been learned. A recent study indicates that selected normal school students in a certain city did not display as high average knowledge of the fundamental processes and problem solving as a miscellaneous eighth grade group, showing that most of what is learned in the grades has been forgotten in the intervening four years between the grades and the normal.

The serious matter from the sociological point of view is not that this material has been forgotten but rather that so much time has been devoted to matter that has no particular relation to the social adaptation of the child.

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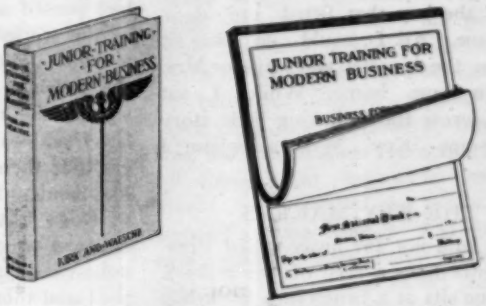

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Key Makers—I

Last evening I was locked out of my home. I had several keys in my pocket but not the key that fitted the door before me. All I could do was sit down on the doorstep and wait for Mrs. Egan to come home. While I sat there I wrote the following little story about some Key Makers whom I know:—

THE KEY MAKERS.

In a land not far away called Present Hours lives a race of key makers. Each one sits at a bench in a workshop called Human Life making keys for himself, only now and then leaving his task to help another worker who has gotten into difficulties. Over the entrance to the great shop are the following words written in a bold hand in letters of golden flame:—

To the Makers of Keys Fitting the Doors of the Castles in the Land of Your Heart's Desire.

Take heed, all you workers at the bench! Take heed and remember that the keys you make fit only certain locks and then only if well made! The following rules are strictly enforced throughout the entire shop of Human Life:—

No keys are transferable.

Keys once lost are never found, but must be made over from a memory pattern.

The best keys are made from the metal of Youth, tempered in the fires of Experience and further hardened in Passing Years.

Waste not the precious emery stone of Time on which you must polish every key with good works.

Break not the edge of the tool Hard Labor, for it is your salvation.

What wonderful keys the workers are making, and what a great variety of shapes and sizes. Some will unlock the Castle of Business Success and the workers on that key labor long and hard and painstakingly; others slide back the doors of Physical Health; others fit into the locks that are built into the granite walls of a place called Happy Home; others of most curious design open the portals of Friendship With God.

Afar off, away from the happy workers, who sing as they toil, is another large class of key makers. They are a grimy lot, with hard eyes and terrible faces and claw-like hands. They are making keys out of Stolen Gold and hardening them in huge barrels of Tears. These are the unhappy workers who are unlocking the black doors of the Castle of Sin.

Now and then, as though a cloud had passed away, through the window of the workshop of Human Life darts a white light of dazzling power; it is the sunshine of God's Love and as it sweeps the room the happy workers laugh and sing, but the unhappy workers hide their eyes with their claw-like hands. Now and then the sunlight of God's Love lies in a pool at an unhappy worker's feet and his fingers loosen on his key and it drops into the pool and then the worker rises up and staggers over towards the benches of the happy workers. When this happens there is great rejoicing and an angel seats the unhappy one at a new bench and lays before him all the materials needed to make a key for the Castle of Beginning Over Again.

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The Key Makers—II

Many have asked me for more information about the making of this key. Here is what I know about it.

There is a place in the key makers' shop given over to those who are laboring at the making of keys to the temple of Friendship With God. There is a vast throng in this place, far more than you would ever dream of; they are people of all ages and colors and personal appearance. Stately kings labor side by side with toilers from the field, though often with less skill despite their purple robes and golden sandals. Beside each worker, despite high station or low rank, lie exactly the same metals and exactly the same tools. There is close at hand the pure white metal of Faith. It is flawless and rigid as steel. It cannot be bent, but it can be broken so easily that it must be handled with care by all those who have not tempered it in the boiling caldron of Years. Next to it lies the flexible metal of Hope. This metal is so soft under the tool that it can be easily shaped to suit the will of the worker. Next to Hope is the wonderful golden metal of Pure Charity, which, because it never wears out, must be used at the key's end.

Strangely enough there are two great classes of workers at this key. There are the Happy Workers who sit apart by themselves and then there are the Unhappy Workers, who seem to work with puckered brows and worried eyes.

It is a beautiful sight to see the Happy Workers shape the lovely key to the great temple. There is a sweetness about them that rises over them like a cloud of purple incense. In, through a great window of the shop, pours the sunshine of God's Love. These workers are very happy in a very quiet way; the kind of happiness that gleams in the eye and rings in the voice; and often as they work they look out through the great window and across a valley that lies buried in heavy fog, to the temple of their desire. Afar off, above the valley fog, it sits on a high hill. A silver cloud, hanging down over its many towers, glows as though shot through with living light. A single narrow road, full of pitfalls and boulders, winds up to the castle out of the valley of heavy fog. Strangely enough, though there is but one narrow road leading up, there are many, many doors leading in to the temple, but these doors are all of the same size and yield to the same kind of key.

As the Happy Workers at the bench gaze across the valley of heavy fog to the temple on the hill, they smile and work on, finding strength and happiness in the hope that someday they may unlock one of the many doors and enter in.

Tomorrow I shall tell you about the Unhappy Workers at this mighty key.

The Key Makers—III

Not far from the Happy Workers is another crowd of workers at the bench. Most of them are old men and women with hard, drawn faces and worried eyes, and all of them are working hastily with trembling fingers trying to fashion the hard metal of Faith with the dull tool of Late Repentance. Somehow they have lost the marvelous tool of Present Opportunity. To make matters worse their fingers are accustomed to other tools and other metals and they work on in a clumsy sort of way. Over this whole crowd floats a yellow mist of Sighs.

A little beyond these Unhappy Workers are others who show by their eyes that they wish to work, but who seem to have useless hands, which hang at their sides all day long. Near by are the metals of the key, but through lack of Will Power the useless hands cannot be made to take hold of them. In the souls of these unhappy creatures rages night and day the battle between the Spirit and the Flesh.

A little further on is a sad class,

composed of many thousands of men and women, who, hour after hour, turn their heads first to the left, where there is an idol of clay or gold, and then to the right, where the metals of the key lie bathed in the sunshine of God's Love. They are always unhappy, for when they turn towards their squatting idols of clay or gold, they turn away from the metals of the key; and when they turn towards the metal of the key, they turn away from their squatting idols of clay or gold.

Close beside this Unhappy group there is another; a queer, proud outfit, with stiff necks and haughty eyes. Their backs are bent and they work hard all day long and one would suppose to see them that they were making keys of wonderful quality, but behold this queer thing about them: The hard metals of the key lie beside them untouched; instead, these hard workers toil night and day over other metals which are so similar to the real metals that when the keys are finished and held up, all the other workers pause and admire them and pay tribute to their makers. The strange part of it all is that these workers, once their key is finished, do not hide it away until they shall come to the door of the temple, for this is the custom of the Happy Workers, but rather stand afar off and hold the key up so that everybody may see. They take pleasure in the comments of the passers-by.

And now, girls and boys, I know you want to peak into the temple of Friendship With God. I am sorry, but between the workers at the bench and the temple is the valley of deep fog. Until we pass through that valley we cannot see in the temple. However, sometimes when we are very tired, we shut our eyes and fall to sleep. A deep satisfying peace washes over our spirits like the surge of a gentle southern sea. So I imagine is the temple of Friendship With God filled with a deep abiding Peace.

Reasons for Thanksgiving

What have we to be thankful for today? So many things that if we were to begin to place them on paper, one below the other, we would fill a sheet reaching from Boston to New York. You doubt that, yet it is true and I can prove it. Suppose we list our blessings under just a few big heads:—

Group I. We should be thankful for being here on this earth. We have been chosen from unborn trillions to fill a given place in God's great plan. Under this head we can enumerate all the blessings that have come to us every hour we have lived, none of which would have been ours had we not been one of the chosen few.

Group II. We should be thankful for all the beauty that we find around us in the world. Under this head we can enumerate all the flowers, the birds, the sunsets, the growing things, the butterflies and all other things that have given joy to us.

Group III. We should be thankful for all the good things that other people constantly do for us. Under this head we number the toiling farmer, the workman who spins or digs or makes shoes or mines coal, or does any other helpful thing to make life easier for us.

Group IV. We should be thankful for every moment of good health that we have enjoyed. Under this head we can enumerate the games we have played, the tramps we have taken, the picnics we have enjoyed, and all the other blessings that come only through the possession of sound body.

Group V. We should be thankful for a good clean soul and every lovely thought we have ever had, every noble thing we have been permitted to do, every kindly deed that has helped another over a hard spot in life.

Group VI. We should be thankful for the prospect of immortality, that never ending world into which some day we must go.

Group VII. We should be thankful for the loving care our parents have bestowed upon us. Under this head we should write down the thousands of loving acts, the sacrifices, the smiles, the encouragements, the deep devotion of these loving friends.

Group VIII. We should be thankful for the loving spirit of God.

Now, girls and boys, there are a hundred other groups not mentioned here, but I have given enough to show how deep and true should be our gratitude. I am now going to tell you how to show your gratitude. I have one don't and one do in the suggestion I make:—

Don't think you have squared your debt when you say: "I thank you." Instead,

Do something kindly, something courteous, something thoughtful.

Beautiful Hinges of Iron

Last Sunday I went many miles to visit a small chapel which a famous architect has built upon the grounds near his own home. Along a lovely path bordered by the purple glory of Scotch heather I passed to the main entrance. I expected to find the door open. I was disappointed. It was tightly closed. Its massive oak planks stood upright in silent but powerful guard over the secrets of the dim interior. Across the top and bottom of the brown, weathered planks, like a black vine, ran wonderful hinges of iron into which some craftsman in far-off Europe had beaten a beautiful dream. As I studied the gentle loveliness of curling tendrils and the delicate petals of dark roses I was glad that I had come and found the noble doors shut tightly across the treasures within. The doors themselves were treasures of the highest price, for they expressed a wonderful beauty in which gentleness and grace and harmony merely added a glory to a supremely useful thing.

There was a mighty lesson in that iron-bound door. It was symbolic of the noblest human life. Great is that spirit which, like the black hinges of the door, serves usefully in a needed spot, but adds to his service the glory of the task beautifully done. Does not the door of a little world turn on each one of us? Does it squeak complainingly because of our rusty service, or does it turn gracefully and surely into place, guided by our protecting strength? Do we add glory and beauty to the service that we give or does the harshness of our nature offend the sense of those who lay hands upon the lock? To be the sure reliance of all about us, to serve every turn well, to do all gracefully and joyously and powerfully, to add some subtle beauty to every task we do, these are the qualities that mark the man,—the being in whom Heaven finds a silent joy and his fellows a sure and safe defence.

Beautiful hinges of iron,—gentleness and goodness and self-sacrifice blossoming on stalwart stanchions of honesty and courage and powers of rightly directed will.

Which?

Isn't it strange that princes and kings
And clowns that caper in sawdust rings
And common folks like you and me
Are builders of eternity?
To each is given a bag of tools,
A shapeless mass and a book of rules;
And each must make, ere life is flown,
A stumbling-block or a stepping-stone.

—Anon.

EDUCATION IN ACTION

A Woman Bosses School Athletes

A distinction, unusual for a woman teacher, was accorded Miss Laona Van Derhyden, teacher of mathematics at the Wabeno, Wis., high school, when a meeting called to organize an athletic association for the year elected her business manager. The voting was by ballot and participated in by the entire student body. Miss Van Derhyden will take a leading part in directing the activities of the football, basketball and track teams.

Teacher Should Be Modern

Short skirts and bobbed hair for the teachers of Maine were given a qualified approval by Dr. Augustus O. Thomas, state commissioner of education and president of the World Conference of Educational Associations, in a recent radio talk. "I want my teacher to be up-to-date. I want her to be as good looking as she can make herself. I want her to be in reasonable style. She will have a greater influence on her school if she is," said Dr. Thomas. "If bobbed hair is fashionable," he continued, "she may do as she pleases about it. If short skirts are the thing, then hers may be as short as the style provides. Styles do not mean extremes, and the teacher of reasonable style will be in greater demand than one who is not."

Williams Athletes Stand High in Scholarship

Scholastic records compiled for last year show that athletes at Williams College maintain a better average in their studies than do those who do not participate in sports. This is based on the scholastic records last year of a hundred students, fifty from each group. There are several reasons for the athlete doing better scholastic work. In the first place a student in order to participate on athletic teams must maintain a fairly high average in his courses. Secondly, the men on athletic teams are as a rule in better health.

Unite Business And Education

University education should train men into business, not away from it, and the ends of business and education should be one—human service, believes Clarence W. Barron. This criticism of American schooling as exemplified particularly in New England was offered by Mr. Barron, who is the publisher of the Boston News Bureau and the Wall Street Journal, at the convention in Boston of the National Association of Cotton Manufacturers. Insisting that business must be a basis on which higher education is founded, he said: "University education deals too much with the dead past. Business deals with the living present, with life as it is and the demands for food, fuel, clothing and shelter." Mr. Barron also held that education has not kept pace with progress in other lines.

Student Loans Found Sound Investment

Less than one per cent. of loans advanced to college students in the last five years by the Harmon Foundation have not been refunded, it was announced recently. Loans amounting to $275,000 made to 1,723 students have been promptly repaid. The foundation, after studying the disciplinary influence of liquidating these obligations, concludes that "far from being a handicap to any of a student's plans, this experience is most useful to every student and prepares him to develop with greater rapidity than would be possible without it."

Engineering College Drops Foreign Language Courses

Action regarded by educators throughout the country as marking a revolution in education has just been taken by Case School of Applied Science, Cleveland, O., in discontinuing the teaching of foreign languages. Fuller instruction in economics, history of civilization and history of natural science will be substituted. Dr. C. S. Howe, president, said that letters had been sent to all former students asking them if they had found any need in their business for the foreign languages they had learned. The answer was a universal "no." "These changes were made only after extensive study by the faculty of Case," he declared, "and also through reports of the Society for the Promotion of Engineering Education, which is composed of 120 engineering colleges in the United States, of which our school is a member."

Teaching Ideal Always Ahead

A teacher must ever be reaching for an ideal. This view was expressed in an address before the Maine teachers' convention at Portland by Professor William T. Melchoir of the Syracuse University school of education. "A teacher must ever be reaching for an ideal and when that is grasped the teacher must look above and beyond for another ideal to be a success," Professor Melchoir said. "The teacher, the artist, the sculptor, or anyone else who reaches the ideal and does not look beyond to another and higher ideal is doomed."

Arkansas Girls Show General Health Gain

Ultra-modern feminine foibles have made little or no encroachment on the general health of University of Arkansas co-eds, physical examination records of underclassmen reveal. Comparative records show that freshman women this fall are a hardier band of co-eds than were those of last year, and that a marked improvement has occurred in the physique of sophomore co-eds since their freshman examinations.

New President For Iowa Wesleyan

Rev. James E. Coons, D.D., minister of the Newton Centre, Mass., Methodist Episcopal Church, has accepted an invitation to become president of Iowa Wesleyan College, at Mt. Pleasant, Ia. Iowa Wesleyan is a co-educational institution, established in 1842, the first college to be founded by the Methodists west of the Mississippi River. Its present enrollment is slightly in excess of 500. Dr. Coons himself is a graduate of Ohio Wesleyan. He studied for the ministry at Boston University School of Theology and has been an active minister for twenty-five years. Dr. Coons succeeds Dr. U. S. Smith, who resigned last June to return to the ministry. Since his resignation Dean H. G. Leist has been acting as president. Dr. Coons, who holds a doctor of divinity degree from Harvard and a master of arts degree from Ohio Wesleyan, is at present a lecturer and instructor in the Boston University School of Theology.

Chosen as Leader Of Maine Teachers

Edward E. Roderick, superintendent of schools in Belfast and Searsport, has been elected president of the Maine Teachers' Association. Mr. Roderick was born in Waterville and was graduated from Oskaloosa in 1912. He taught in the schools of Winslow, Howland, Winthrop and in the Eastern Maine Conference Seminary at Bucksport. Later he was superintendent of the Eddington-Holden school district, resigning nine years ago to come to Belfast. He has played a very active part in local community affairs.

Papers "Sub" for Schools Closed by Epidemic

Ten thousand Lexington, Ky., school children received their daily lessons from two local newspapers as the result of an order closing the schools, streets, parks, theatres, churches and other meeting places to all sixteen years or under because of infantile paralysis in the city. The newspapers volunteered the use of their columns as instructors for the city's youth. The pupils, placed on a sort of "honor system," were informed what their daily lessons were in the printed columns. Each pupil kept a record of his study period and on returning to school was allowed the proper credits.

Mexico Convention Has Been Called

A national educational congress has been called, beginning January 10, by leading school authorities of Mexico, aiming to solve or at least better social, moral and artistic conditions throughout the republic. The convention will include officials of the Secretariat of Education, federal, state and local representatives. "Reconstruction of Mexico through the schools" is the adopted slogan for the concourse. The national meeting grew out of numerous educational movements asked for in recent labor and other conventions, in the belief that the primary solution to Mexico's leading problems lies in the education of the mass.

Girls Visit Morocco To Ride Camels

Morocco means camels and sheiks to the shoals of American school girls who invade the country early in the fall, at the Christmas holiday or late in the spring chaperoned by Paris finishing school teachers. Marrakech the Red, under the shadows of the high Atlas, is the only city where camels in numbers may be obtained, and so the girls do most of their camel riding there. Only the freight-carrying type of animals is available. There are no swift "ships of the desert" for the young tourists. But that does not detract from the enjoyment of the flappers, to whom any camel is a camel. Sheiks are harder to find, the type being a product of the desert interiors.

Broader Education For Women Upheld

Broader types of college education for women were upheld by Miss Ada L. Comstock, president of Radcliffe College, in an address at the Honors Day exercises of the women's college of Brown University. "Any training which is of a too literal sort defeats its own ends," she said. "What the modern woman needs of education is a firm grasp of the principles which govern human life. No one who looks squarely at the opportunities and responsibilities of women can feel that it is anything but a training for a career that provides only one certainty, that of requiring the widest, most liberal, most humane education which we can devise."

Glass Walls For Berlin School

An enormous new public school constructed practically entirely of glass is to be built in Berlin. The framework will be of steel and concrete and the walls of heavy plate glass. The partitions separating the classrooms will also consist of glass. The idea is to bring as much sunlight cheer to the teachers and pupils as possible. To carry the cheerfulness still further, the new school will be surrounded by a beautiful park, visible from every section of the building, even the inside rooms. If the experiment is successful all new schools in the German capital will be built along the same lines.

School Can't Hold This Giant Youth

Reading and writing and arithmetic taught in the Diamondville, Wyo., schoolhouse hold no worries for Henry Fitzpatrick, even though he is only fifteen. Henry towers six feet one inch and weighs 200 pounds. Henry was haled into court as evidence in support of his father, against whom the school superintendent had lodged a complaint because of the son's absence from classes. The court held it was not reasonable to expect a father to mortify Henry by forcing him to attend fifth grade classes with youngsters half his size.

Schools Teach That Foreigners Rob China

Though China's appalling percentage of illiteracy is admittedly being reduced from year to year, and though there is a real thirst for knowledge prevalent in the land, the quality of education and the nature of "facts" that are being taught to the rising generation make careful foreign educators in this field dubious about the future, declares a despatch from Peking, China. A "Primer on the Three Principles" has just come from the press and is officially sponsored for use in the lower and middle schools. One chapter declares that foreigners rob China of a net profit of $1,200,000,000 annually by selling foreign-made goods in the country. "Foreign Settlements and Concessions," the author adds, "make another $500,000,000 every year, and therefore should be abolished. And other foreigners, with Stock Exchanges dealing in fraudulent stocks, make another $50,000,000." "The Imperialist Powers" are vigorously denounced in this textbook.

Teacher-Pupil Ethics Outlined

A guide for character education in high schools and a code of ethics for teachers have been prepared for the aid of instructors and officials in the Boston, Mass., city school system, according to an announcement by Jeremiah E. Burke, superintendent. The "Code of Ethics" which will be placed before all the teachers, principals and supervisors, consists of concise rules of conduct for the teaching profession. "The code offers an ideal of service applied in terms of character, co-operation and loyalty," said Bertram C. Richardson, head of the committee which prepared it.

Health Squadrons To Visit Schools

Several New England cities will be visited this year by flying squadrons of the American Child Health Association, in an attempt to work out more effective school health programs. Dr. Raymond Franzen, research director, has arranged for tests and measures to be developed under his direction. The New England cities to be visited include Middletown, Conn.; New Britain, Conn.; Portland, Me.; Brookline, Holyoke, Malden and Newton, Mass.; Concord, N. H.; Providence and Burlington.

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Citizenship Training Is College's Duty

"Development of profound scholarship is secondary to education for citizenship. The safety of any democracy rests upon the degree of education for citizenship which its people possess." This was pointed to as the ideal for American colleges by Roscoe W. Thatcher, president of the Massachusetts Agricultural College, during his inaugural address as the tenth president of the institution, delivered before the assembled representatives of more than seventy eastern schools and colleges.

Many Foreign Students at M. I. T.

Almost ten per cent. of the student body of the Massachusetts Institute of Technology come from foreign countries. Of the 234 foreign students registered at the Institute this term, who represent fifty-one nationalities, forty-two are of Chinese extraction, while twenty-eight come from Canada. Eighteen students live in Russia, while there are fourteen from Mexico and ten from England.

Non-Fraternity Men Earn Higher Averages

Treading on the heels of a widespread discussion regarding the effect of athletic activities on the scholarship of the college man comes a new question, "What effect have fraternities and fraternity activities on the studies of the college man?" Records covering a span of four years' scholastic work at Lehigh University reveal that the dormitory and other non-fraternity men have earned higher averages consistently for this period than the fraternity men. The three dormitories at the institution have an average of 2.137 out of a possible 5.00 for this period, and the town group (those who live in boarding houses and homes, which comprises about one-third of the total enrollment) have an average of 1.933. Over the corresponding period the fraternities, of which there are twenty-five chapters of national organizations, have an average of 1.649.

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TREND OF THE TIMES

WHITE MAN'S DIET is undoing of Eskimo, asserts Dr. Leuman M. Waugh, associate dean in the School of Dentistry of Columbia University. "Where the Eskimos are away from civilization and live as their ancestors did, uncontaminated by the white man's food, diseases, and customs of living, they are infinitely healthier. The Eskimo has not built up resistance to the white man's diseases," Dr. Waugh stated.

AMERICAN TRADE with France, under the new tariff, during September, dropped 228,000,000 francs ($74,000,000), and 935,000,000 francs in nine months. Germany benefits as a result. French export trade with the former foe shows a large increase. The United States still leads as the country from which France imports, with a total of 4,867,000,000 francs. England is a close second.

TURKEY UNDERWENT a novel experience when the first census was taken recently. It had been rumored that a counting of heads would facilitate the attentions of the tax gatherer. A plan was adopted whereby everyone was rigorously forbidden to leave his domicile until the census was completed. Some 6,500 officials made the count in Constantinople.

LARGEST SPACE RENTER of any business concern in the country is the United States Post Office Department. The government's annual rent bill for offices in which to handle the people's mail is approximately $18,000,000. The average yearly cost to the government of rented space per square foot throughout the country is estimated at 87½ cents—this for space mostly on street-level floors.

LARGE INDUSTRIAL interests in this country have made definite moves toward modification of federal anti-trust laws. It is clearly indicated that the next Congress will receive their complaints. The chemical industry is asking a revision of certain features of the anti-trust laws. The petroleum industry declares that some combination is essential to the conservation of natural oil resources. The United States Chamber of Commerce suggests that "elimination" of any tendency towards governmental paternalism or bureaucracy would be a healthy thing. Charles M. Schwab has issued a warning of the dangers of intensive competition.

EVERY CITIZEN of the United States is a landowner. If you are an American citizen you own thirty square feet of land in Yellowstone park. The park's area is 3,348 square miles, owned by the government. This makes your share thirty square feet.

NATIONAL DEFENCE administered by a unified Federal department as favored in a resolution by the American Legion does not find President Coolidge sympathetic. The chief executive does not think such consolition any more necessary today than two years ago when he first took issue with the proposal.

MANY WOMEN have ruled as monarchs and they have usually kept their crowns longer than men, is the reply history makes to those countries which still bar women from ascending the throne. In Belgium Crown Prince Leopold's first child is a daughter and the rule in this country does not permit her ever being queen. Should there be no boy in the Crown Prince's family the title will eventually go to Leopold's oldest brother. Holland has been ruled by women for thirty-seven years and the sole direct successor is Princess Juliana. Hardly ever has a queen been dethroned by her own subjects.

IMMIGRATION OFFICIALS are deeply concerned over the growth in the smuggling of aliens into the United States. During the fiscal year ending June 30, 1927, more than 19,000 aliens were caught along the Canadian and Mexican borders and in Florida. This number is only a part of the total that escaped detection. Officials estimate that 170,000 were successfully smuggled into this country last year.

LIVING STANDARD reached last year by the American people was the highest ever attained by a nation in the history of the world, according to a report of the Bureau of Internal Revenue showing that the 117,000,000 persons of the United States had a total income of nearly $90,000,000,000 in 1926. This is an increase of about twenty-seven billions since 1921. The average per capita income of persons gainfully employed rose from $1,637 in 1921 to $2,210 in 1926. "This great increase in income is not the result of an increase in the price level," the bureau said, "for the actual price of consumed goods was slightly less in 1926 than 1921."

The BOOK TABLE

TYPES OF MODERN DRAMATIC COMPOSITION. An Anthology of One-Act Plays for Schools and Colleges. Selected and Edited by LeRoy Phillips and Theodore Johnson. With an Introduction Essay on The One-Act Play by George Pierce Baker, Yale University. Cloth. 418 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Here are twenty attractive one-act plays admirably adapted to use in schools and colleges. There is a significant appreciation of recent plays in the educational system of today; the modern drama is becoming a most efficient aid in the newer methods of teaching. Representative examples of current pieces designed for the theatre are sought for reading and study in schools. The play in one act is the normal starting point in the classroom. This form grips the pupils' interest, while the analysis of a long drama, although a work of the greatest possible merit, would be forced and premature.

The examples assembled in this book speak for themselves. The selection has been governed by the author's integrity as an artist and skill in dramatic craftsmanship and by the fitness of the plays for the classroom.

In types of theatrical expression and diversity of style and mood the group shows the widest possible range. A costume play, a radio play (designed for unseen audiences), a morality play, a Nativity play of great poetic beauty, and an expressionistic drama illustrate how varied the aspects of dramatic composition have become. Here are subtle irony, tragedy, travesty, fantasy, melodrama, allegory, comedy, and pure farce. Brief biographical and critical notes accompany the separate plays.

Professor Baker well says that the one-act play has taken on a dignity and significance not known in America until within the last quarter of a century. It has come to be recognized as a dramatic poem of real significance, with a technique that in part is directly its own.

DIRECTING LEARNING IN THE HIGH SCHOOL. By Walter S. Monroe, University of Illinois. Cloth. 573 pages. Garden City and New York: Doubleday, Page and Company.

This book is much more extensive in pages than most kindred books, which is necessary because the author makes an heroic effort to do what other authors have done, but to do it in a new way. He tries to harness into one team-method what most authors have done in single professional harness as it were. He seeks to make one book what is usually done in three books. He succeeds in avoiding the complex catastrophe which often results from such an attempt.

The author succeeds exceptionally well in presenting the new methods, devices and principles that are less liable than is usually the case. One who has followed important crooks and turns in subject methods has inherited a tendency to expect every propaganda subject method to be confusing the casket with the cradle. It seems to us as though Walter S. Monroe is unusually skilful in emphasizing high school methods which will survive their christening. This is the more likely to be true because he has taken the best of previous tendencies and bred a new method from the best of sire and dam.

It is hazardous to try cross-breeding for fear of producing a hybrid, and we have had this in mind as we have followed the adventures of Walter S. Monroe, and we are confident that he has produced high school methods, principles and devices that are all the better for the strains he has brought together.

PINAFORES AND PANTALETTES: OR, THE BIG BRICK HOUSE. By Ada Claire Darby. Cloth 12mo, with illustrations and jacket by Billie Chapman. 270 pages. Boston: L. C. Page Company.

America will never be a real America so long as the North worships "Uncle Tom's Cabin" and the South tells of the terrible experiences their parents and grandparents had in the "Carpet Bag" days.

I attended a Confederate Soldiers' reunion with its real barbecue and listened to addresses by eminent Confederate generals. This was several years ago when the Confederate veterans took their memories seriously.

In 1927 I attended a Confederate Memorial Day service in South Carolina. It was very different from that early occasion. There were four classes of graves with different decorations. The first in line of march to the cemetery were lineal descendants of Revolutionary War soldiers. Then came the children and grandchildren of the soldiers of the War of 1861 to 1865. Then the soldiers and descendants of the soldiers of the Spanish War, and finally the soldiers of the World War.

There were brief addresses by representatives of each class, and the real enthusiasm was by the representatives of The American Legion. Then came the orator of the day, a brilliant professional man in the prime of life whose grandfather was in the Confederate Army from the beginning to the end of the War of '61-'65. There was no word spoken by any one at that Confederate Memorial service that I am not glad to have heard. I realized that I was the only man present who wore the "blue," but not for a minute did I feel that I was any more loyal an American than were those who were recounting the experiences of the "Boys in Gray."

I have been reading as an approach to the Review of "Pinafores and Pantalettes' by Ada Claire Darby. I wish this book could be read by the fireside of the descendants of every one who wore the "blue" in those tragic days. Not until every one in the North and South can read such a book without the faintest thought of the South of today being in any way different from the North of today will there be a real America.

PRACTICE TESTS IN THE FOUR FUNDAMENTALS OF ARITHMETIC. Automatic Correction. Pads in heavy paper 8 by 11 inches. By Thomas E. Thompson, Author of "Minimum Essentials," University of California, Southern Branch, Los Angeles, and Alex S. Boulware, State Teachers' College, San Francisco. Chicago, New York: Rand McNally & Company.

Thomas E. Thompson, "Minimum Essential Thompson," has never published anything that was not absolutely original, for his inventive genius keeps ahead of the procession. His "Minimum Essentials" was one of the most serviceable devices which we have ever known, and that was not in the same class by way of ingenuity in helping little people as these Practice Tests.

There are sixty-four examples on a sheet. Below each example is a circle of a half-inch diameter. The pupil places a sheet of scratch paper under this sheet. All pupils put the answers on the scratch paper. They begin and end by the teacher's signals. The correction is automatic. These sheets may be used by different classes indefinitely. For ultimate economy the scheme is perfect.

Write all the answers through the holes and upon the sheet of scratch paper. All pupils should begin work

and end work at the teacher's signal and keep in mind both speed and accuracy. For any one grade the same time allowance—number of minutes—is given for all these lessons. The first eight easy elementary lessons require half Standard Time.

Correct all of the lessons with the one Automatic Correction Key that forms the back of this book. To correct a lesson place the Correction Key over the work so that the answers show through the holes of the Correction Key, care being taken that the right key letters, given for that lesson, come at the top of the Key. These key letters differ for each lesson. They are found on every lesson sheet immediately after the lesson title. For illustration, Lesson No. 1 calls for the key letters DF; therefore, to correct this lesson, the key must be so placed over the answers that the first letter D comes at the top of the page. Then the Correction Key must be turned so that the letter F comes at the top of the page.

The Correction Key is marked off by lines into six fields on each side of the cardboard. Two positions of the Correction Key are used in correcting each lesson. When the Key is properly placed over the answers all of the answers in any one field should be the same. If this is not found to be true the error is immediately seen in the answer that is different from the other answers in the field. The fields on one side of the Correction Key appear side by side (horizontal); on the other side they appear side by side (vertical). Should a question arise as to the correct answer for any field all the correct answers for the vertical and horizontal position of the fields are given in the heading of each respective lesson. Any incorrect answer should be checked.

Use the Record Sheet to keep a record of the date, the lesson number, the number of problems tried, and the number done right. Keep a neat and accurate record, in order that you and your teacher may see from day to day just how well you are doing and determine when you are to take a new lesson. Make a memorandum of problems done wrong, so that you may practice them before doing the next lesson.

JUAN AND JUANITA. By Frances Courtenay Baylor. With illustrations by Gustaf Tenggren. Cloth. Illustrated. 300 pages. The Riverside Literature Series. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

It is utterly useless to try to describe this fascinating book. The author vouches for the general true-to-fact-ness of the story, but that does not much count with us, for no one can read it without a feeling of truthfulness even when the improbability seems to reach the impossibility, but we rejoice in the thought that our own grandchildren will have a chance to read it, especially the little fellow in Mexico, who can appreciate much more, even, than can New England boys and girls. It is as near a classic as one can expect to have written in this age of the world. We confess to having read it in Pittsburgh the evening after Babe Ruth and his comrades had cooled the ardor of the shouters for the Buccaneers.

THE NEW MATHEMATICS. Book Three. The Social Uses of Mathematics. By John C. Stone, State Teachers College, Montclair, New Jersey. Cloth. 348 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

There is no school book author whose new book awakens keener anticipations than does a new book by John C. Stone, whose textbooks we have enjoyed for many years. This anticipation was especially true of Book Three of "The New Mathematics," and the realization is beyond the anticipation.

There could be no happier claim for a ninth-grade book than "The Social Uses of Mathematics," and nothing could be more vital than to magnify practice in quantitative thinking, for with that skill one instinctively uses mathematics and without it one inevitably flounders about in the use of mathematics.

From the first practice in the ninth grade if a pupil uses this book he will use his practice in establishing reliable thinking.

One serious misfortune in the present emphasis upon "measurements" is the fact that it requires minimum thinking to measure anything. It merely requires a record of the number of a given unit in any quantity. A moron can find how many times a foot rule will be required to measure a given distance.

The thinking is done when one uses his knowledge in making the best use of that length of a board, for instance. Professor John C. Stone in every book he has made magnifies thinking along the lines of quantitative results.

For illustration this book aims to develop number thinking along all lines of social problems that arise in everyday modern life, thus developing a mode of thinking that one must have in order adequately to comprehend life's activities and responsibilities. Its purpose is to develop this power and habit along those broad social uses of the subject that are needed by all.

THE IMPROVEMENT OF READING. A Program of Diagnostic and Remedial Methods. By Arthur I. Gates, Teachers College, New York. Cloth. 440 pages. New York: The Macmillan Company.

Diagnostics has become a word to conjure with in seeking scientific remedies for unfamiliar diseases and for familiar diseases not understood. It is interesting that educators of high potency pedagogy are seeking intimate knowledge of the significance of symptoms long known, but never understood. Professor Gates has presented intelligently an elaborate scientific diagnosis of educational diseases. He has eliminated all sentimentality and traditional superstition and puts symptoms under a psychological X-Ray, which would have rejoiced Hahnemann a century ago. Professor Gates does not recommend infinitesimal doses of pedagogical remedies, but he does diagnose the social professional troubles of the new day skilfully and presents them artistically.

Probably the most important contribution of the volume is the demonstration of the utility of a new method of teaching reading. The value of this system has been evident not only in experimental studies of normal children, but also when it has been subjected to the most rigid tests by using it as a means of teaching pupils who, because of deafness, dullness, instability, or other types of native and acquired limitations, have been unable to learn to read or have learned but little by other methods. The book describes the application of the new precedure (which the author has termed the "intrinsic method") to bright, average, and dull normal children, to pupils suffering many sorts of acquired reading difficulties, and to learners deficient in vision, hearing, motor control, speech and in other capacities and mechanisms.

In order to demonstrate the new system of diagnosis and follow-up instruction the volume gives a detailed description of a series of new diagnostic tests and examinations and the methods of interpreting results in such a way as to indicate the remedial measures to be adopted for each case.

Books Received

"What Shall the Public Schools Do for the Feeble-Minded?" By Guy Pratt Davis. Cambridge, Mass.: Harvard University Press.

"The Time Factor in Arithmetic Texts." By L. J. Thies.—"An Evaluation of Three Techniques for Improving Ability to Solve Arithmetic Problems." By Olin S. Lutes.—"A Method of Rating the Drill Provisions in Arithmetic Textbooks." By Olin S. Lutes. Iowa City, Iowa: The College of Education, University of Iowa.

"An Anthology of Seventeenth Century French Literature." Princeton, N. J.: Princeton University Press.

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GRINS BETWEEN GRINDS

Contagious

Littly Billy skipped school and was asked to explain his absence. He replied that he had been away because he was sick.

Teacher said: "Billy, I don't want you to falsify. I know for a positive fact you were in swimming yesterday afternoon. Now what have you to say?"

Billy still insisted he had been sick.

"Well, Billy," said the teacher, "I'm sorry you take such a stand. What was the nature of your illness?"

Billy unhesitatingly replied: "I was sick of school."

Worshipful Wife

Caller—"I hear your son's young bride simply worships him."

His Mother—"Well, I know she places burnt offerings before him three times a day."—Capper's Weekly.

Fond of Children

A contractor who professed to be very fond of children became very angry because some little fellow stepped on a new pavement before it was dry.

His wife rebuked him. "I thought you loved children," she said.

"I do, in the abstract, but not in the concrete," he replied.—Cincinnati Enquirer.

Not Among the Graduates

Professor—"Will some student please give me the formula for water?"

Stude—"H I J K L M N O."

Professor—"Where in the world did you learn that?"

Stude—"You told us yesterday that it was H to O (H_2O)."—Boston Transcript.

A Double-Barreled Business

A man got stalled with his automobile in a mudhole near Loch Raven last week. While making a vain attempt to get out, a small boy appeared with a team of horses.

"Want me to haul you out, Mister?"

"How much do you want?"

"Three dollars."

After the work had been done and the money paid the tourist asked:—

"Do you pull out many cars here?"

"About twelve a day on the average," replied the boy.

"Do you work nights, too?" inquired the tourist.

"Yes, I haul water for the mudhole."

Arguing the Case

Passerby—"What's the trouble over there in the schoolyard, son?"

Youngster—"Aw, the doc has just been around examinin' us and one of the deficient boys is knockin' th' everlastin' stuffin's out of a kid that's perfect."—Boston Transcript.

Father Gets Cynical

"Pa, what's an adage?"

"An adage, my son, is an epigrammatic sophistry composed for the purpose of preventing one from doing something he wants to do, or inducing him to do something he doesn't."—Boston Transcript.

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A Toast to Parents

By a Teacher

Sometimes I think that parents
Are a funny kind of folk,
And yet they seldom see, themselves,
Just wherein lies the joke.

They come to us, so serious
About their children dear,
That we must grave as judges be,
And let no smile appear.

"My son's extremely brilliant,"
So says the fond mamma.
Alas! with us, that brilliant son
Comes hardly up to par.

"My darling child," another cries,
"Has ne'er been understood."
We understand his heedless ways.
'Most anybody could.

"Have you a grudge against my child?
Why should you keep him back?
His work at home is wonderful.
I fail to see his lack."

So cries the father in his wrath,
Around promotion day;
Yet we both know that child of his
Has spent the year in play.

We hear about the picked-on child.
The nervous child we know.
The child who is so sensitive,
And thus the stories go.

We listen, and we sympathize,—
But, I'll confess to you,
We have a feeling that to us
The sympathy is due.

Sometimes, I think that parents
Are the nicest kind of folk:
And when I say this thing to you,
I leave behind—the joke.

Just lay some need before them,
And hear their quick reply,—
"What can we do to help you?
What part can we supply?"

Perhaps some skeins of worsted
For little hands to weave,
Perhaps gifts big and generous
For school use we receive.

It's not the gift that matters.
It's the spirit in it all.
It's their readiness to answer
When they understand the call.

The faith these parents give us,—
It should keep us staunch and true:
"Do as you think best with Mary.
I am trusting her to you."

And best of all, the letter
We so delight to get:
"What you have done for Johnny
We never can forget."

At parents, wise or funny,
You may smile, as I have done.
Yet I say, and you will join me,
"God bless 'em, every one."

—From "Common Ground."

Schools Follow British Troops

Schools for British soldiers' children are found all over India and in all the colonies garrisoned by Imperial troops, including Egypt, Gilbraltar, Malta, Aden, Hong Kong, Singapore and Jamaica. The personnel of the Army Educational Corps are well trained, and courses of study are so arranged that children moving with the Army can carry on their studies with little interruption. Whenever possible schools are centralized, and the larger corps of teachers makes specialized teaching possible. In India, where moves are frequent, the schoolmistress accompanies the troops from place to place. Because of the wide experience gained by the traveling Army children, their acquaintance with foreign peoples, and their possession frequently of some knowledge of different languages, numbers of soldiers' children are successful in winning scholarships in competition with other English school children, and are often able, if an Army career is chosen, to attain higher rank than their fathers in the service of the Empire.

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You, school people who know the ARLO BOOKS, can answer the question. Some of you, who have not yet used them in school work, are going to this year. Then you will know the answer. We know you will like them. You can't help it.

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Movies in French Schools

After an animated debate upon the merits of moving pictures as media of education and national propaganda the French Senate passed a resolution calling upon the Minister of Education, M. Herriot, to prepare a bill "permitting rational general utilization of the cinema in all branches of instruction and in the social and professional education of citizens." M. Herriot issued a statement declaring that there was no danger of the movies displacing books in education or that they would destroy the work of libraries. "The book will always remain the basis of instruction and the means of communication of great minds with contemporaries and with posterity," he said.

Meetings To Be Held

NOVEMBER.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

1928

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